Juvenile Delinquency in a Diverse Society 3rd edition Bates Test Bank

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Chapter 2: The Creation of Delinquency

Test Bank

Multiple Choice

1. During which time period was little distinction made between human beings based upon age?

A. child-saving period (1800s–early 1900s)

B. ancient times and Middle Ages (776 BCE–1400 CE)

C. Colonial period (late 1400s–1800)

D. modern period (1900s–present)

Ans: B

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Knowledge

Answer Location: Ancient Times and the Middle Ages (776 BCE–1400 CE)

Difficulty Level: Easy

2. *Mens rea* can best be described as _____.

A. guilty mind

B. guilty act

C. something only juveniles are capable of

D. something only adults are capable of

Ans: A

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: The Colonial and Revolutionary Period (Late 1400s–1800)

Difficulty Level: Medium

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3. During the Colonial and Revolutionary Period, children younger than what age were NOT considered to be able to rationally plan an act of harm in advance?

A. 10

B. 5

C. 7

D. 12

Ans: C

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Knowledge

Answer Location: The Colonial and Revolutionary Period (Late 1400s–1800)

Difficulty Level: Medium

4. Which type of institution was usually assigned by the courts or the state to take in youth deemed to be in need of care, predelinquent, or delinquent?

A. asylums

B. farm schools

C. labor schools

D. houses of refuge

Ans: D

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: The “Child Saving” Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Easy

5. Which term refers to the concept that the state should step in and serve as a substitute parent in cases in which children’s actual parents either neglect or abuse them or simply cannot control their behavior?

A. parens patriae

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B. mes rea

C. actus reus

D. lex talionis

Ans: A

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: The “Child Saving” Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Medium

6. _____ was a popular philosophy during the Progressive era, and it was linked to the acceptance of psychological and sociological theories of crime and delinquency at that time--theories that located the reasons for misbehavior not as purely rational choices for which the offender was fully responsible, but as factors outside of the conscious control of the actor.

A. Punishment

B. Rehabilitation

C. Nothing works

D. Racism

Ans: B

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: The “Child Saving” Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Medium

7. The first juvenile court was created in _____, in Cook County, IL.

A. 1898

B. 1900

C. 1899

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D. 1901

Ans: C

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Knowledge

Answer Location: The "Child Saving" Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Easy

8. A juvenile delinquent who is taught how to change their ways in addition to or in lieu of custody is said to be undergoing _____.

A. treatment

B. rehabilitation

C. punishment

D. parens patriae

Ans: B

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Application

Answer Location: Views of Youth and Delinquency in the Juvenile Court (1899–Present)

Difficulty Level: Hard

9. In the early decades of the 1900s, there were concerns about all forms of _____ as delinquency instigators.

A. popular culture

B. human interaction

C. antisocial behavior

D. media

Ans: D

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

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Cognitive Domain: Knowledge

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

10. What type of music was believed to have been an instigator for delinquency during the 1920s?

A. jazz

B. country

C. swing

D. big band

Ans: A

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Knowledge

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

11. In the 1930s through the 1950s, what type of media also began spreading fear as a possible cause of delinquency?

A. TV

B. comic books

C. radio

D. newspapers

Ans: B

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Knowledge

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

12. Starting in the 1980s, which type(s) of music caused a panic as a potential instigator for delinquency?

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A. heavy metal

B. rap

C. country

D. both heavy metal and rap

E. neither heavy metal nor rap

Ans: D

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

13. Beginning in the 2000s, what type of media also resulted in a panic as a delinquency instigator?

A. comic books

B. TV

C. video games

D. radio

Ans: C

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

14. In the last decade of the 20th century, following the well-publicized school shooting in Columbine, CO, media sources increasingly spread the message that youth were often more frequently people to _____ rather than people to _____.

A. protect; be afraid of

B. be afraid of; protect

C. punish; rehabilitate

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D. rehabilitate; punish

Ans: B

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

15. The rise of online storytelling can be linked to delinquency, as espoused in the text by the use of what online forum that resulted in two 12-year-olds killing another person in the woods of Wisconsin?

A. Creepy Man

B. Creepypasta

C. Facebook

D. Myspace

Ans: B

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

16. Supreme Court justices are utilizing the same social characterization of young people who engage in delinquency that _____ reformers did over a century ago--that of youth as people who are developing mentally and socially, deserve time to do so, and can redeem themselves in light of any mistakes that they make during their childhood and adolescent years.

A. progressive

B. republican

C. child savers

D. crime control

Ans: A

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Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Hard

17. What imaginary character was linked to a murder in Indiana in 2015 where a 12-year-old stabbed her stepmother?

A. Creepy Man

B. Slender Man

C. Creepy Pasta

D. Laughing Jack

Ans: D

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

18. According to the text, in keeping with our historical past, _____ youth, particularly young men, were characterized as people law-abiding adults should be afraid of and protected against

A. Hispanic

B. White

C. Middle Eastern

D. Black and Brown

Ans: D

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

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Difficulty Level: Medium

19. _____ youth were demonized and abused by the public and in juvenile institutions by adults who were charged with protecting them.

A. Black

B. LGBTQ

C. White

D. Hispanic

Ans: B

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Knowledge

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

20. Despite making up only 2% of the total U.S. population, _____ males between the ages of 15 and 34 comprised more than 15% of all deaths logged this year by an ongoing investigation into the use of deadly force by police.

A. White

B. African American

C. Hispanic

D. Middle Eastern

Ans: B

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

21. Definitions of juvenile delinquency change over time because the concept of youth is _____.

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A. stagnant

B. a verifiable fact

C. a social construction

D. debatable

Ans: C

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Application

Answer Location: The Social Construction of Youth and Delinquency

Difficulty Level: Easy

22. Colonists in the Colonial and Revolutionary Periods did not categorize juveniles as a group distinct from adults because _____.

A. youth were traditionally viewed as job helpers

B. the family was responsible for youth socialization

C. juveniles were not employable in the community

D. children are capable of reasoning at young ages

Ans: A

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: The Colonial and Revolutionary Period (Late 1400s-1800)

Difficulty Level: Medium

23. In modern times, moral panics gained steam through the use of _____.

A. media publicity

B. local town-hall meetings

C. scientific evidence

D. word of mouth

Ans: A

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Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

24. Moral panics often originate when a group _____.
A. boycotts businesses who employ children

B. wants to overhaul the education system

C. becomes concerned about welfare of children

D. deems a drug to be related to criminal behavior

Ans: C

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Application

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

25. In the 1950s, it was believed by many groups, including the Catholic Church and the FBI, that _____ taught children to commit delinquent acts and crime.

A. movies

B. television

C. rock “n” roll music

D. comic books

Ans: D

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

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26. _____ was the nickname of a serial killer who was made to be an example of detrimental outcomes associated with listening to heavy metal music.

A. Clown Killer

B. Night Stalker

C. The Vampire of Dusseldorf

D. I-95 Killer

Ans: B

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Knowledge

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

27. The _____ challenge is an example of how newer forms of media serve as a platform for moral panics.

A. Cake

B. Eat It or Wear It

C. Cinnamon

D. Momo

Ans: D

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Knowledge

Answer Location: In the News: The Panic Over Momo and Kids' YouTube Content

Difficulty Level: Easy

28. The media perpetuates the myth that youth should be _____.

A. feared

B. rehabilitated

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C. protected

D. incarcerated

Ans: A

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Knowledge

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

29. Which of the following media sources shapes perceptions of delinquency by profiling real-life experiences?

A. docuseries

B. newscasts

C. dramas

D. comedies

Ans: A

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Knowledge

Answer Location: Eye on Diversity Exercise: Delinquency and Dependence in 21st-Century Television Shows and Films

Difficulty Level: Easy

30. Mainstream views of childhood are more prevalent in modern times compared to the colonial period because of _____.

A. decreased sense of community

B. increased literacy

C. larger family size

D. lack of educational opportunities

Ans: B

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Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: The Colonial and Revolutionary Period (Late 1400s-1800)

Difficulty Level: Medium

31. Critics have made comparisons between _____ and _____ as two examines of moral panics related to delinquency and music.

A. rap; heavy metal

B. rap; jazz

C. jazz; swing

D. disco; heavy metal

Ans: A

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Knowledge

Answer Location: On the Media: Annual Media for a Just Society Award Winner: Crown Heights

Difficulty Level: Medium

32. Which of the following helped to shape citizen perceptions of youth and delinquency at the turn of the 20th century?

A. schools

B. juvenile courts

C. Head Start

D. Parks and Recreation

Ans: B

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: The “Child-Saving” Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

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Difficulty Level: Easy

33. The child-savers movement overlooked the unique experiences of which group?

A. females

B. Wiccans

C. African Americans

D. young adults

Ans: C

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Knowledge

Answer Location: A Focus on Research: Shedding Light on the Black Child Savers: Geoff Ward, Vernetta Young, and Rebecca Reviere

Difficulty Level: Easy

34. _____ was the achieved status primarily responsible for the child-savers movement.

A. Social class

B. Gender

C. Race

D. Sexual orientation

Ans: A

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: The Colonial and Revolutionary Period (Late 1400s–1800)

Difficulty Level: Medium

35. Which element of the juvenile experience is absent from much research on the child-saving movement?

A. social class

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B. gender

C. race

D. residential location

Ans: C

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: A Focus on Research: Shedding Light on the Black Child Savers: Geoff Ward, Vernetta Young, and Rebecca Reviere

Difficulty Level: Medium

36. Popular ideas of juvenile delinquency and their causes can be influenced by _____.

A. individual bias

B. institutional discrimination

C. institutional sexism

D. assimilation

Ans: A

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: The Social Construction of Youth and Delinquency

Difficulty Level: Medium

37. The due process revolution was spurred by _____.

A. 1950s Kefauver hearings

B. 1960s race riots

C. 1980s critique of heavy metal

D. 2000s school shootings

Ans: B

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Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Knowledge

Answer Location: Summary

Difficulty Level: Hard

38. Juvenile detention facilities have been criticized for their attempts to "fix" youth who identified as _____.

A. adults

B. female

C. Hispanic

D. LBGT

Ans: D

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Knowledge

Answer Location: Views of Youth and Delinquency in the Juvenile Court (1899–Present)

Difficulty Level: Easy

39. Which of the following groups were not permitted in early houses of refuge?

A. girls

B. immigrants

C. Blacks

D. LBGT

Ans: C

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Knowledge

Answer Location: Summary

Difficulty Level: Easy

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40. Presentations of girls in the media are often based on _____.

A. demographics

B. diversity

C. stereotypes

D. data

Ans: C

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: Eye on Diversity Exercise: Delinquency and Dependence in 21st-Century Television Shows and Films

Difficulty Level: Easy

True/False

1. Young people certainly acted up or misbehaved prior to being labeled juvenile delinquents by society.

Ans: T

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: Ancient Times and the Middle Ages (776 BCE–1400 CE)

Difficulty Level: Easy

2. Although young people engaged in behaviors that we would label as delinquent today, they were not labeled as such in ancient times.

Ans: T

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: Ancient Times and the Middle Ages (776 BCE–1400 CE)

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Difficulty Level: Easy

3. During ancient times, drinking alcohol, gambling, and engaging in sexual behavior were not accepted in their society, much like they are not accepted in our society today.

Ans: F

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Application

Answer Location: Ancient Times and the Middle Ages (776 BCE–1400 CE)

Difficulty Level: Medium

4. During the Colonial and Revolutionary Period, the English common law tradition that was employed focused upon whether youth were capable of mens rea or having the guilty mind needed to preplan an act of wrongdoing.

Ans: T

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Application

Answer Location: The Colonial and Revolutionary Period (Late 1400s–1800)

Difficulty Level: Medium

5. Punishment is the idea that youth who engage in delinquency and misbehavior should be taught how to change their ways in order to develop prosocial behaviors.

Ans: F

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Views of Youth and Delinquency in the Juvenile Court (1899–Present)

Difficulty Level: Medium

6. A moral panic can be defined as heightened concern over an issue that is not in line with its seriousness or frequency of occurrence in the world.

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Ans: T

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Views of Youth and Delinquency in the Juvenile Court (1899–Present)

Difficulty Level: Easy

7. Moral panics not only are fueled by the publicity generated by media sources, such as television shows, news stories, and print journalism, but often the very focus of the scares is the consumption and/or use of different means of communication and entertainment and how they allegedly lead to delinquency.

Ans: T

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

8. Slender Man was a real killer in Wisconsin.

Ans: F

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

9. Laughing Jack was an imaginary character that allegedly led to the murder of a juvenile's stepmother by that juvenile.

Ans: T

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

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Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

10. Media sources play a very small role in the fear of delinquency today.

Ans: F

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

11. American society at present exudes a deep-rooted hostility and chilling fear about youth.

Ans: T

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

12. Society views girls as less threatening than boys.

Ans: T

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Knowledge

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Easy

13. All cultures view juvenile delinquency in the same way.

Ans: F

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Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: The Social Construction of Youth and Delinquency

Difficulty Level: Easy

14. Young people often engaged in the same activities as adults in historical times.

Ans: T

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: Ancient Times and the Middle Ages (776 BCE–1400 CE)

Difficulty Level: Easy

15. The Internet has reduced public concerns about moral panics.

Ans: F

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Knowledge

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

16. Rap music was never believed to be associated with juvenile delinquency.

Ans: F

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

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17. Explicit song lyrics were a concern as early as the 1700s.

Ans: T

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Comprehension

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

18. The printing press provided a means for disseminating moral panics in the 1700s.

Ans: T

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Application

Answer Location: The Colonial and Revolutionary Period (Late 1400s–1800)

Difficulty Level: Medium

19. Black children were the focus of the early child-saving movements.

Ans: F

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

Answer Location: The "Child-Saving" Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Easy

20. LGBT youth have been demonized by the institutions that are meant to protect them.

Ans: T

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Comprehension

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Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

Short Answer

1. What was the first component of the juvenile justice system?
Ans: There was a juvenile court established in 1899 in Cook County, IL.

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Comprehension

Answer Location: The "Child-Saving" Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Easy

2. What are the differences between modern juvenile detention facilities and houses of refuge?
Ans: The ideal answer will include a summary of juvenile detention facilities and houses of refuge, and their distinct purposes as they relate to rehabilitation and the social construction of juveniles.

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Application

Answer Location: The "Child-Saving" Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Hard

3. Critique the pros and cons of social media in the shaping the definition of juvenile delinquency.

Ans: The answer should include benefits of social media in bringing attention to the problem of juvenile delinquency, how it is defined, and perceptions by society. The answer should also include a discussion on the drawbacks of social media and how it adds a new dimension to opportunities for the manifestation of delinquency.

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Analysis

Answer Location: In the News: The Panic Over Momo and Kids' YouTube Content

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Difficulty Level: Hard

4. What is the relationship between moral panics and delinquency?

Ans: Moral panics have shaped society's perceptions of delinquency.

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Application

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

5. Identify and describe three moral panics that shaped the definition of juvenile delinquency in the United States.

Ans: The ideal answer will include an explanation of the role each moral panic had in changing perceptions about the definition of delinquency or who is considered to be delinquent.

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Application

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Easy

6. Describe changes in U.S. culture that shaped the role of the modern juvenile justice system.

Ans: The answer should draw on examples in the text of changes in the U.S. economy and family systems (including employment of children) and the social movements (e.g., child savers; social media) that influence the definition of juvenile and how the juvenile justice system emerged.

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Application

Answer Location: The Social Construction of Youth and Delinquency | Views of Youth and Delinquency in the Juvenile Court (1899–Present)

Difficulty Level: Medium

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7. Describe how the current juvenile justice system operates either as a child welfare system or a court system.

Ans: The ideal answer will craft an informed opinion on the current operations of the juvenile justice system and how it serves in the best interest of child welfare as was originally intended or more closely mirrors adult criminal courts.

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Analysis

Answer Location: The Social Construction of Youth and Delinquency | The "Child-Saving" Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s)

Difficulty Level: Hard

8. Describe the main differences in the definition of juveniles in the following time periods: 776 BCE–1400 CE, late 1400s–1800, and 1899–present.

Ans: The ideal answer will include a description of perceptions of youth and how juveniles were defined across history.

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Application

Answer Location: The Colonial and Revolutionary Period (Late 1400s–1800) | The "Child-Saving" Era, the Industrial Revolution, and the Creation of the Juvenile Court (1800s–Early 1900s) | Views of Youth and Delinquency in the Juvenile Court (1899–Present)

Difficulty Level: Easy

9. How does the media perpetuate discrimination of LGBT youth?

Ans: The answer should include acknowledgment of differential treatment of LGBT youth and the media messages reinforcing stereotypes.

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Application

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Medium

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10. What genres of music were associated with delinquency?

Ans: Rap, heavy metal, and jazz

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Application

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Hard

Essay

1. Compare and contrast juvenile delinquency in ancient times with juvenile delinquency in modern times. Provide examples of delinquency in each period.

Ans: The ideal answer will discuss society's view of delinquency with regard to age, offense, and how the juvenile would have been dealt with in each period.

Learning Objective: 2-1: Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system.

Cognitive Domain: Analysis

Answer Location: The Social Construction of Youth and Delinquency

Difficulty Level: Medium

2. Discuss the "moral panics" that occurred with respect to delinquency instigation from the 1900s into the 2000s.

Ans: The ideal answer will contain at least three moral panics that occurred as a potential cause for delinquency, along with the eras in which they occurred. The ideal answer should also differentiate between the different types of media believed responsible for these moral panics.

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Application

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Medium

3. Discus the Ahmed Mohamed case as it relates to the concept of moral panics and delinquency.

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Ans: The ideal answer will succinctly and effectively explain this case as well as the ensuing moral panic it caused, as well as discuss how it relates to the concept of delinquency.

Learning Objective: 2-2: Explain how different forms of popular culture have been the focus of moral panics about delinquency.

Cognitive Domain: Analysis

Answer Location: Popular Culture: A Target of Moral Panics About Delinquency

Difficulty Level: Hard

4. Discuss the concept of rehabilitation within different eras as it relates to the social construction of youth and mainstream ideas regarding juvenile behavior.

Ans: The ideal answer will be an overview of the social construction of youth in different periods of time throughout history. The ideal answer will include examples of how society viewed delinquency and youth in these times, along with potential causes for delinquency in those times.

Learning Objective: 2-3: Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior.

Cognitive Domain: Comprehension

Answer Location: The Social Construction of Youth and Delinquency

Difficulty Level: Medium

5. Discuss the effects race had on the deaths of Trayvon Martin, Michael Brown, and Tamir Rice (if any). Also comment on those cases as they relate to juvenile delinquency.

Ans: The ideal answer will articulate the connection between race and ethnicity and the deaths of the three victims mentioned above. Include the concept of juvenile delinquency and the social constructions of it in your answer.

Learning Objective: 2-4: Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality.

Cognitive Domain: Application

Answer Location: At the Crossroads: 21st-Century Social Constructions of Youth and Delinquency

Difficulty Level: Hard

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